DOCUMENT RESUME

ED 304 514 UD 026 699

TITLE	Preparing Students To Work Effectively with Diverse Students in Multicultural Settings. Final Report.
INSTITUTION	Wisconsin Center for Education Research, Madison.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	30 Sep 88
GRANT	400-85-1040
NOTE	101p.
AVAILABLE FROM	Wisconsin Center for Education Research, School of Education, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*College School Cooperation; Curriculum Development; Elementary Education; *Elementary School Teachers; Experimental Programs; Higher Education; *Inservice Teacher Education; *Multicultural Education; Program Development; Program Evaluation; Program Implementation; School Community Relationship; Student Teaching; Teacher Education; *Teacher Education Programs; Teaching Methods
IDENTIFIERS	*Collaboratives; Madison Public Schools WI; University of Wisconsin Madison

ABSTRACT

This document describes a two-year elementary teacher education program conducted jointly by the Madison Metropolitan School District and the University of Wisconsin-Madison. The program focused on developing more effective strategies for school-university collaboration in preparing students to teach effectively a racially, ethnically, and socioeconomically diverse student population. The report is divided into three parts. Part A, "Project Portrayal," describes and evaluates the program, which inaugurates significant alterations in the following aspects of the traditional teacher education program: (1) organizational structure (creation of a student cohort, use of three "clinical training sites"); (2) instructional roles (creation of position, "clinical teacher-supervisor"); and (3) preservice curriculum (emphasis on multicultural education). The evolution of the program is outlined, and major issues, strategies, and collaboration approaches discussed. The following major outcomes are discussed: (1) collaboration as a school, university, and community activity; (2) integration of school and university-based teacher education; (3) support systems at the school and university level; (4) integration of multicultural education into university and field-based curriculum and instructional strategies; (5) the role of the clinical teacher supervisor; and (6) the effects of the cohort group. Part B is a draft of the program assessment report. Part C is a practice profile. Appendices to parts A and B provide additional data, including an outline of approach to multicultural education, three tables, and the evaluation instruments. Nine references are included. (BJV)

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PART A

PART A. PROJECT PORTRAYAL

PROJECT DESCRIPTION AND EVOLUTION

"Preparing Preservice Students to Effectively Teach Diverse Students in Multicultural Settings" is a two-year elementary teacher education program conducted jointly by the Madison Metropolitan School District (MMSD) and the University of Wisconsin-Madison. The focus of the project is on developing more effective strategies for school-university collaboration in preparing teachers who can effectively teach a racially, ethnically and socioeconomically diverse student population.

Recent demographic trends in the United States illustrate clearly that diversity among the school-age population will continue to increase (see, for example, Education Week, May, 1986). Research on the teaching population, however, indicates that prospective elementary teachers can be characterized as "typically white, middle-class, females . . . essentially unexposed to culturally diverse experiences" (Howey & Zimpher, 1987, p. 12). While there is a pressing need to recruit and retain non-white teachers, teacher educators must recognize and address the need to provide preservice programs that prepare all prospective teachers to effectively work with a highly diverse student population. The MMSD/UW-Madison project is one such effort. Its major components represent significant alterations in the traditional elementary preservice teacher education program at the UW-Madison, specifically: 1) in organizational structure (the creation of a student cohort, the use of three "clinical training sites"), 2) instructional roles (the creation

of the position of "Clinical Teacher-Supervisor"), and 3) in the preservice curriculum (an emphasis on multicultural education).

The 1985-86 academic year was devoted to laying the groundwork for the project. The University of Wisconsin-Madison and the MMSD have traditionally had a strong collaborative relationship regarding teacher education with several joint advisory committees to monitor, assess, and recommend improvements in the clinical aspects of the teacher education program at the university. While these structures have proved successful in the past, project staff sought a broader base of representation at the school, university and community levels. A Project Advisory Committee was developed to design and monitor the components of the project. This committee was made up of MMSD teachers and administrators, representatives from the Wisconsin Department of Public Instruction, community agencies (e.g., Day Care, Juvenile Services), School of Education faculty both within and outside the area of elementary education, and university faculty outside the School of Education.

It was hypothesized that in order to better prepare teachers to work with diverse populations of students, they must be trained in sites which exhibit such diversity. The first task of the Advisory Committee was to set forth a list of criteria for diversity which would characterize the schools serving as clinical training sites (See Appendix A). Ten schools met these criteria and were invited to participate in the project. Of these ten, two elementary and one elementary/middle school

complex agreed to become clinical sites.

The second task completed in the 1985-86 year was the negotiation of an agreement with Madison Teachers Inc., the local union affiliate, (See Appendix B) for the selection of a "clinical teacher supervisor" (CTS). The CTS is an experienced teacher at each site who retains his or her teaching position on a half-time basis and is released for the remainder of the day to work with the preservice students in a manner similar to the role traditionally undertaken by graduate students in the regular teacher education program at the UW-Madison (e.g., supervision and seminar duties). During the fall of 1986, the principal at each school selected a teacher to assume the CTS role. The principals and the three teachers then began meeting on a regular basis with university project staff to plan for and direct project activities.

In the fall of 1986, the one hundred preservice students entering the Teacher Education program at the UW-Madison were informed about the project and invited to participate. Thirty volunteers (four white males, twenty-four white females) formed a cohort group which remained together for the two-year sequence of coursework and field experiences.

Following the first semester course, Introduction to Elementary Education, the students completed two semesters of methods courses with accompanying practica. These were followed by a sixteen week student teaching experience.

In order to provide a stable, supportive environment for

learning to teach, it was decided that they would remain at the same clinical training site for all of the field experiences. In an effort to increase the likelihood that this type of environment would be achieved, three days were devoted to site selection in January of 1987. The students visited each school, observed in classrooms and were interviewed by the principals, the CTS and by prospective cooperating teachers. Students were given equal input on their preferred sites and the project staff met with the principals and the supervising teachers to negotiate final site assignments.

An emphasis on multicultural education in the students coursework and field experiences was fostered through a series of meetings prior to each block of methods courses and the student teaching semester (Spring, 1988). Project staff, the teacher-supervisors, the principals and the university methods instructors met to discuss inclusion of multicultural concepts in the courses and the fieldwork. Further, these meetings provided a forum for negotiation of all project activities with specific emphasis being place on bringing the concerns of the practitioners to bear on the methods courses, and exploring means to help the students draw connections between the knowledge and experience they were gaining in the field with that which they were learning in the university classrooms.

In any preservice program that includes field experiences, the cooperating teacher plays a key role in the development of prospective teachers. Over the course of the final year, the

project staff was able to provide several forums for more direct input from the cooperating teachers. In the summer of 1987 an institute, Multicultural Education and School-University Collaboration, was held for the staff at the three clinical training sites and university faculty involved in the project. In the fall of 1987 a course on Multicultural Education, originally intended solely for the preservice students, was opened up to include school personnel at their request. Finally, a seminar entitled "Supervision of Student Teachers," was offered for staff at each site who were interested in working as cooperating teachers during the final semester.

In-depth interviews and analysis of students' written work across the four semesters of the project provided longitudinal data to assess the impact of the emphasis on multicultural education and learning to teach in the "clinical training sites on the development of the preservice teachers." Prior to the student teaching semester seven students were selected for intensive study based on interview data and coursework which suggested they had a good understanding of various approaches to multicultural education. Extensive field observations were conducted in the Spring of 1988 to assess the level at which they implemented curricular and instructional strategies specifically appropriate to working with the diversity of students in their classrooms. Additionally, in-depth interviews with the clinical teacher-supervisors, the principals at each site, and two of the five methods instructors provided data on the constraints and

encouragements present in our model of school-university collaboration.

MAJOR ISSUES, STRATEGIES AND COLLABORATION APPROACHES

The project was designed to address two major, interrelated issues which have remained salient for the past three years; first, how could concepts related to multicultural education be integrated into the field and campus-based preservice program so as to increase students' awareness, understanding and implementation of effective strategies for teaching diverse groups? And second, how could school and university faculty share knowledge and expertise to collaborate in this endeavor? Effective strategies for preparing teachers to work with diverse groups of students was an important issue facing both the MMSD and the UW-Madison Elementary Teacher Education Program in the early eighties. The MMSD was experiencing a rapid increase in student diversity. By 1985, fourteen percent of the student population was living below the poverty level, twenty-three percent were living with only one parent and the minority student population had risen to almost fifteen percent (up from 5.4% in 1975) (MMSD, 1986). Concurrently, a set of studies completed at the UW (Grant, 1981; Grant & Koskela, 1985) indicated that although preservice students received some information in campus courses related to meeting the needs of diverse populations, it was not comprehensive and often repetitious. Further, preservice students did not attempt to learn more about or implement concepts related to teaching in multicultural settings.

University and field based strategies were used to increase the students awareness and implementation of curricular and instructional strategies for working with diverse groups of students. At the university, this took two forms. First, three of the required courses in the four semester sequence were taught by one of the project co-directors who specializes in multicultural education. The emphasis here was on providing the students with on ongoing, comprehensive exposure to multicultural concepts and classroom applications.

While this strategy proved to be essential for providing the students with a knowledge base about multicultural education it was not necessarily effective in promoting implementation of curricular and instructional strategies during the student teaching semester. On the basis of observations during the student teaching semester, nineteen of the twenty-two students made isolated attempts at implementing strategies for working with diverse groups. Only three students showed evidence of ongoing attempts at curricular and instructional strategies designed to meet the needs of the particular students in the class where they worked.

The second university based strategy involved working with the methods professors to promote an integration of multicultural concepts throughout their respective courses. It was important that the students view multicultural education as an integral part of their education rather than an addition to their methods coursework. To this end, the university-based project staff met

with the methods professors prior to each semester to explain the goals of the project and to provide a rationale for inclusion of multicultural concepts into the methods course content.

This strategy proved moderately successful as evidenced in course notes taken by the project assistant who documented the content of two of the methods courses. While two of the five methods professors altered their course content, assignments and evaluation activities to reflect a concern for multicultural education, three of them did not alter course content or activities to promote the multicultural emphasis of the project. Additionally course syllabi were not substantially different for project courses other than for other sections taught by these professors. This conclusion was confirmed by student and methods professors themselves who provided formal and informal interview data that suggests that implementation varied according to the knowledge and commitment of the individual professors.

One student succinctly summed up the effects of the multicultural emphasis of the program when she commented on the impact of the project on her development as a teacher in her final interview. "I think it's made a big difference. I mean, I'm aware of what multicultural education is. I don't necessarily understand it completely and do it all the time in my classroom, but I know what it is. . . . If I hadn't gone through this project I probably wouldn't even know what it was or what it meant."(E1)

Two school-based strategies were employed to increase the

likelihood that the preservice teachers would work with cooperating teachers who had an understanding of the goals of the project and be able to assist the student in implementing multicultural concepts during the student teaching semester. First, in the fall of 1986 it was determined that although the CTS played an important role in the development of the students as teachers, the cooperating teacher generally remained the most salient influence. Until this time funds were unavailable which would have allowed us to more fully involve the cooperating teachers. In December of 1986 additional monies were received from The Metropolitan Life Foundation and a week-long summer institute was held in July of 1987. Its purpose was to provide the teachers and other school staff with a knowledge and understanding of multicultural education and with strategies for implementation at the school and in the classroom. Additionally, it offered an opportunity to explain the projects' goals and rationale, to receive input from the teachers and administrators regarding the final year of the project, and to establish a vehicle for ongoing dialogue between the university-based and school-based project personnel.

The institute proved to be an effective means for achieving its goals in two important ways. Evaluations completed by institute participants indicated that the teachers had developed a clearer understanding of the goals of the project and an awareness of various approaches to multicultural education. Respondents also noted that the discussions related to

"professional development schools" were helpful in addressing concerns related to school-university collaboration. Additionally, the institute spurred several teachers and administrators to seek further involvement with the project. At their request, a newly developed course intended for the preservice students, Issues in Multicultural Education and Professional Development Schools, was expanded to include staff from the three sites. Course content was planned collaboratively by a project co-director, the project assistant, one administrator and two teachers. This course was held after school in one of the sites and included the twenty-two preservice teachers, two administrators and twelve teachers.

These school based strategies can also be viewed as somewhat less than successful. Participation varied by school with one of the sites having no staff participation in these activities. As a result, during the student teaching semester only about one-third of the students did their student teaching with a teacher who had been involved in either of these activities and therefore had an understanding of the goals of the project. Additionally, no other resources were available to allow us to pr vide incentives for ongoing teacher involvement (e.g., released time, pay for time spent outside of school hours). No formal mechanism for ongoing dialogue between the cooperating teachers and university staff was ever developed.

As noted earlier, strategies for school-university collaboration are directly related to the extent to which

multicultural education is integrated in campus and school curriculum. Many of the strategies discussed above were collaborative efforts that cannot be separated from efforts related to the multicultural focus of the project. However, there are specific strategies which were utilized to ensure joint input in all project activities.

School-university collaboration began with the conception of the project and the drafting of the original proposal based on the common needs of both institutions as noted above. In the 1985-86 planning year the extent of collaboration was expanded with the formation of the Project Advisory Committee. It was at this time that the Advisory Committee, the University project staff and MMSD central administrators set the criteria for diversity in the schools that would serve as clinical training site and forged an agreement with the teachers' union regarding the role of clinical teacher supervisor.

The input from the district principals regarding school criteria for diversity proved to be invaluable in that the four schools which participated in the project exhibited racially, ethnically and socioeconomically diverse student populations. This ensured that the preservice teachers would have direct contact with a wide variety of learners.

Input from the teachers' union concerning the role of the clinical teacher supervisor was a necessary and important contribution. The focus of the agreement however, remained within the scope of traditional collective bargaining interests

(e.g., length of appointment, pay, provisions for a job-share partner). This led to ambiguity concerning the role of the university in the selection of the CTS. As a result, the CTS at each site was chosen by the building principal with no input from the university staff.

By December of 1986, the school sites had been finalized, the clinical teacher supervisors had been chosen and the students had completed their first course. Collaboration efforts then centered on those most directly involved. By the spring semester, 1987, a variety of committees were in place (See Appendix C) and regular meetings allowed for input and negotiation among project personnel in the school, university project staff, university methods instructors and the students.

The committee structure was effective to the extent that it provided a vehicle for input on all project activities for all participants. However, both school and university personnel were restricted by commitments at their respective institutions. For example, each CTS was released one-half time to work on project activities. The scheduling of released time varied for each site according to the needs of each building. In no semester were the three CTSs released for the same block of time. The lack of available common time and financial resources (e.g to provide additional released time) at each institution hampered the frequency and extent to which all parties could meet.

Ongoing collaborative evaluation of project components was carried out via interviews with the students and each CTS at the

end of each semester. As the project progressed the staff was informed by this data and decisions were made accordingly. For example, the cohort group became increasingly important to the students and efforts were made by school and university-based staff to increase cohort activities outside of those required by the program.

Summative semi-structured interviews conducted in May-June, 1988 provided an opportunity for students, cooperating teachers and each CTS to have input into the final report.

MAJOR OUTCOMES

Six major outcomes related to issues of school-university collaboration and comprehensive attention in the preservice program to curricular and instructional practices for working with diverse groups of students will be discussed. Areas to be covered in this section include: collaboration as a school, university and community activity; integration of school and university-based teacher education; support systems at the school and university level; integration of multicultural education into university and field-based curriculum and instructional strategies; the role of the CTS; and the effects of the cohort group.

I. Collaboration as a School, University and Community Activity

The project succeeded in developing a Project Advisory Committee which included district-wide, university-wide and community-wide representation. Input from these three groups

provided a sound foundation for the project in the planning year. However, as this committee continued to meet on a regular basis throughout the next two years, representation from those least directly involved, community members, faculty outside the area of elementary education and school district personnel outside of the three schools, declined. Program policies, structures and roles were increasingly defined by those most intimately involved, (university and school-based project staff), and reported to the Advisory Committee.

Two conclusions are apparent from our attempts at developing ongoing collaborative structures. First, extended efforts must be made to ensure that Advisory Committee members are fully informed about project activities and given the opportunity for input on a more regular basis once the initial program design, structure and activities have been decided upon. It is important to make certain that the Advisory Committee does not feel as if its work is finished or that its input is in any way diminished once the project is underway. While we attempted to involve the Advisory Committee on a regular basis, individual commitments reduced the scheduling of meetings to approximately every three to four months. This was not enough to ensure that all parties, especially those not directly involved, felt close enough to the ongoing activities to provide regular input.

Second, community involvement must extend beyond the community leaders who were members of our Advisory Committee. We now believe that some mechanism which allows for a broad

representation of parents from each site is essential.

The parents of the students at the clinical training sites were generally uninformed about the project. Those who did learn about it from student teachers or in school newsletters expressed a great deal of interest and at one site the Parent-Teacher Organization invited two of the student teachers to speak to their group. Our project focuses on more effective ways to prepare teachers to work with diversity in the student population. We must ensure that the focus on diversity is extended to ensure input from all parents.

II. Integration of School and University-Based Teacher Education

It has previously been noted here that the University of Wisconsin-Madison and the MMSD have had a strong collaborative relationship regarding teacher education. This can generally be characterized by a network of joint committees designed to monitor, assess and recommend improvements in the program at the university. It was hypothesized at the inception of this project that true collaboration would involve a much closer connection between school-based and university-based teacher educators, one which would break down traditional barriers and assumptions regarding the nature and role of each institution in preservice teacher education (e.g., "practice" occurs in the field and "theory" is the domain of the university). To this end it was hoped that university personnel would become more involved in the field and school personnel would become fully involved in campus

components of the program. This did occur to some small extent. On two occasions teachers from the schools taught sessions of the methods courses, a project co-director did six demonstration lessons with follow-up discussions and the professor who taught science methods worked at two of the sites, doing demonstrations for students and offering suggestions to teachers related to Science instruction or concepts. While these efforts are an improvement over what occurs in the regular program, they did not occur often enough to make any lasting impact.

III. Support Systems at the School and University Level

We have found that three types of support are necessary to increase the likelihood that projects such as ours will be successful; administrative, financial and personnel.

Following year one of the project, the MMSD experienced a change in superintendents. The current superintendent was not involved at the inception of the project and his general lack of knowledge about and commitment to our efforts was evident to the teachers and principals at the three sites. He attended a morning of the summer institute in July of 1987. The teachers in attendance were highly impressed at this effort. We believe that even this type of visible support on an ongoing basis would have positively influenced more teachers to be further involved. This assumption was confirmed in differences in staff participation at the three sites.

The site principal proved to be key to teacher involvement in each building. One principal was uninvolved in any of the

project activities aside from attending meetings. At this site no teachers participated in the summer institute nor in the Fall, 1987 class which included teachers and preservice students. These teachers remained uninformed as to the goals of the project and according to interviews conducted with students at that site, were unable to discuss with them or assist them in implementing the goals of the project.

At a second site, the principal was on the Project Advisory Committee. He verbally supported the project to his staff but his participation in project activities outside of meetings was minimal. He attended the summer institute for three and one-half of five days and he did not attend the fall class. Nine of the teachers at his school attended project activities. As a result, six of the seven student teachers at this site did a practicum with a cooperating teacher who had at least some exposure to the goals of the project. During the student teaching semester three of the seven students had cooperating teachers who participated in project activities.

The elementary/middle school complex had the most active administrative support and consequently, the most staff support. The middle school principal, assistant principal and learning coordinator attended both the summer institute and the fall class. Ten teachers from the site attended the summer institute and nine attended the fall class. All of the preservice teachers at this site worked at some time, with a cooperating teacher who had participated in the activities designed to help the teachers

gain a clearer understanding of the project's goals. In the final semester, five of the eight student teachers worked with a cooperating teacher who had been actively involved in the project.

At the university level, the Dean of the School of Education attended one day of the summer institute. As with the district superintendent, this was a salient factor for the teachers and to them it indicated support. The Dean also provided financial assistance, supplying the project assistant's salary for the final two years of the project.

Financially, we found ourselves in a constant search for the monetary resources that would enable us to offer incentives to cooperating teachers and each CTS. Released time, substitute pay, and money to attend professional conferences and to purchase books and materials related to project issues which could be utilized by the teachers at each site were items noted by school and university staff as important. Neither the university nor the school district was able to offer additional financial assistance.

The project did offer teachers, through the Metropolitan Life grant, an option of pay or university credit for the summer workshop. University or CEU credit was also available to the school staff in the Fall, 1987 class and CEU credit was available in the supervision workshop. While these efforts were appreciated by the teachers, they were too few to have any lasting impact.

Finally, the active support of personnel; methods instructors at the university level and cooperating teachers at the school level is essential. The willingness of a few to become deeply involved in learning about and committed to multicultural education and school-university collaboration made an obvious difference to the students. They invariably cited, in final interviews, a specific methods professor and a few specific cooperating teachers (not necessarily at their site) who helped them learn more about working with diverse groups due to their personal commitment. They spoke disparagingly about those professors and teachers who they perceived to lack interest in the issues they were struggling with.

IV. Integration of Multicultural Education at the School and University Level

Integration of multicultural concepts at the school and the university varied according to the awareness, understanding and commitment given it by both school-based and university-based teacher educators. As was noted earlier, a comprehensive inclusion of curricula and instructional strategies was sought at the university. In the three courses taught by one of the project co-directors, this was achieved. In the methods courses, two of the five professors made deliberate, albeit isolated, attempts to learn more about and incorporate concepts related to teaching diverse student populations throughout course content, assignments and evaluative activities. For example, the Reading and Language Arts Methods professors placed specific emphasis on teaching students to evaluate materials for race, gender and

handicap bias.

In three of the methods classes no attempts were made to learn more about or incorporate concepts related to multicultural education. This does not mean that the course material did not in any way relate to the project's areas of concern. Interview data supplied by the students indicates that they were able to connect such topics as "inquiry-oriented lessons" or "meeting the needs of individual students" to what they were learning about multicultural education. However, examination of course syllabi indicate that course content, assignments and evaluation activities did not vary for project students and no specific emphasis was placed on inclusion of topics directly related to the various approaches to multicultural education that they were learning.

At the school level, inclusion of multicultural education in the seminars and classroom experiences again varied according to the awareness, understanding and commitment of individual CTS's and cooperating teachers. All of the CTSs believed that they did not know or understand enough about multicultural education or the goals of this project.

Attention to multicultural concepts by the CTSs in supervisory conferences and seminars also varied according to the knowledge of the individual CTS. Each CTS stated that due to lack of background in multicultural education and clinical supervision of student teachers, she was unsure as to how to address project goals in working with the students.

It is obvious, based on the varied nature of the implementation of multicultural education at both the school and the university, that before we can expect teacher educators to more effectively train preservice students in this area, they themselves will need a broader background in multicultural education. While we attempted to address this issue through the institute and the workshops that were offered, non-attending teachers and CTSs reported a variety of personal and professional reasons which prevented them from taking advantage of these opportunities. All three CTSs stated in final interviews that they should have been given more specific training in multicultural education and supervision strategies that relate to it.

One of the methods professors captured the essence of any experimental program when she recently summarized her feelings about attempting to make her course more multicultural for the project students,

> "I felt I did a much better job with the class that followed the project students. I had more time to think about what I wanted to say and what I wanted to do. Teaching the project students allowed me to bring to the forefront my conceptions about similarities and differences in people. Even my student evaluations from the following semester better reflected students awareness of my concern for all kids."

V. The Role of the CTS

The CTS at each site was primarily a resource person and a source of support for the student teachers. They provided a measure of familiarity and a comfort factor which the students' perceived as highly favorable.

It was anticipated that having student teachers in the same clinical training site and having the same CTS for three semesters would increase the number of supervisory visits as well as the degree to which the supervisor could assist the student in implementing curricular and instructional practices for working with diverse students. It was also hoped that closer contact with the methods professors would increase the supervisor's knowledge of university coursework (as well as the methods professors' knowledge of the field) leading to a more effective integration of the campus-based and field-based components of the teacher education program.

These outcomes were not achieved as we had anticipated. While the supervisors did informally visit the student's classrooms more often than is the case in traditional programs, there was no increase in the number of formal observations. In some ways, the school-based arrangement exacerbated the difficulty of supervisory visits. One CTS, due to job share scheduling, was unable to visit the students during the morning for the entire student teaching semester.

Closer contact with the methods instructors was achieved in the sense that meetings held prior to the semester allowed for an exchange of goals and ideas between the CTSs and the professors. Once the semester began, however, this contact waned. Outside of the few examples mentioned in section II above, scheduling, professional responsibilities and lack of outside support prevented the CTSs from coming to the methods classes and the

professors from spending any time in the schools. Additionally, there seemed to be some ambiguity on the part of the CTS regarding what role they would play in the methods courses. As one CTS said in her final interview, when asked about reasons for the lack of involvement in the courses, "In my case, a great part of it was the time. . . . there is very little parking on campus and so the idea of driving down here, finding a parking place for an hour for class and then leaving again and getting back to school for something, it just didn't seem like it was something I was going to be able to do. . . . I think it's primarily the time factor and, I guess to be quite honest, in many cases it was a feeling of what would I do when I get there"(MP).

VI. The Effects of the Cohort Group

The cohort group proved to be one of the most salient factors of the project for the students. When interviewed each semester, the students consistently named the cohort group as a positive aspect of the project, one that personalized a large university for them. The students reported sharing teaching materials on a regular basis and indicated a high degree of verbal interaction about teaching. The group provided them with a network of colleagues who shared a common experience, who understood the process of learning to teach, and who were readily available to discuss personal and professional problems. When asked about the extent to which the used each other as teaching colleagues, they overwhelmingly responded, "I always had someone to bounce ideas off of." The greatest benefit seemed to be that

they were a source of great emotional support and "teaching ideas" for each other. The students did not, as we had hypothesized, develop habits of peer observation and reflection despite the encouragements of the university and school-based project personnel.

IMPLICATIONS FOR OTHERS

Recent demographic trends document the fact that, at least for the foreseeable future, the student population will become more racially, ethnically, and socioeconomically diverse while the teacher population remains predominately white, female and middle class. Our project's focus on more effective strategies for preparing teachers to successfully work with a diversity of students is crucial for all educators. Educators at school and university levels must attempt new ways of breaking down traditional barriers that often separate the knowledge and expertise of teachers and administrators in the schools from that of those at the university. As others attempt to struggle with the issues we have dealt with, there are several areas which should be considered in implementing a school-university preservice that is multicultural.

First, it is imperative to ensure at the outset that the central administration, at both institutions, is fully involved in and committed to the project. Commitment must include both financial support and active personal support which are necessary to alter existing institutional norms (e.g., rigid schedules, released time) and ensure collaborative implementation of project

goals.

Second, the selection of the students, the CTSs, the university staff and the clinical training sites is critical. There must be a basic understanding and commitment to the goals of the project on the part of all involved. This can only be achieved through the collaborative setting of program goals, roles, structures and policies. This process often produces tension as university and school personnel attempt to break out of their traditional roles (e.g., the university as producer of knowledge and teachers as consumers) and jointly develop, implement and assess policy and practice. However, without commitment and input from all involved, implementation will remain a series of individual efforts.

Finally, community members, especially parents, need to be involved in every aspect of the project. In schools populated by diverse groups of students, it is typically only those parents in the mainstream who aggressively seek and obtain input. All parents, especially those typically uninvolved (parents of color, and members of lower socioeconomic groups) must have input into the educational processes that affect their children.

INSTITUTIONALIZED FEATURES OF THE PROJECT

Plans for continuation of various components of the project are tentative at this time, as some aspects of the project will be assessed in the future. For example, at the present time six of the students have accepted teaching positions, three in small, predominately White areas of Wisconsin and three in large urban

areas which have a highly diverse student population. To what extent and in what manner will the training these teachers received impact on how and what they teach to their students and the manner in which they think about teaching? Investigating questions such as these will provide insight into the long range impact of the project.

There are however, aspects of the project which are anticipated to continue and at least to some extent are a direct result of the knowledge gained from this work.

The Elementary Education area of the School of Education at the University of Wisconsin-Madison is currently investigating the most effective means to implement the cohort group concept into the elementary preservice program. While the faculty has recognized for some time that cohort group formation may be one effective means of increasing the professional collegiality of prospective teachers, our project has illuminated institutional considerations (e.g., employment of graduate students as supervisors and lecturers) and student benefits (e.g., a network of emotional support and teaching ideas) of such an arrangement.

The results of this project have also had an impact on the design of current school-university collaborative efforts to prepare teachers to work with the diverse student populations. The academic achievement of low-income, especially non-white students has recently become an area of increasing concern in Wisconsin and particularly in the city of Madison. The MMSD has adopted "multicultural education" as a district-wide school

improvement priority for the 1988-89 school year. The University of Wisconsin-Madison, plagued by racial incidents over the past year and declining enrollments among Black, Native American, and Hispanic students, has adopted "The Madison Plan," a set of initiatives developed by Chancellor Donna Shalala to recruit and retain minority students and faculty which include specific links between the university and area public schools. Among these is a program that began operation (Fall, 1988) in two MMSD schools which have been paired for the purpose of desegregation. The Chancellor, as well as the two schools, have committed a portion of their respective budgets for development of viable preservice and inservice programs at these schools. While the complexity of factors noted above led to the development of this new project, our work has already begun to inform the project designers as they proceed. It is anticipated that the cohort concept, the role of clinical teacher-supervisor and the emphasis on curriculum and instructional practices for working with diverse populations will be retained. What is not clear at the present time is the manner in which these innovations will be implemented.

OVERALL STRENGTHS AND WEAKNESSES AND "LESSONS LEARNED"

This section discusses the recruitment of preservice students and the CTS's, and our inability to involve the cooperating teachers as "weaknesses" and the creation of the cohort group and the development of an awareness in the preservice teachers regarding curricular and instructional

practices for working with diverse groups of students as "strengths". It should be noted that "strengths" and "weaknesses" are not mutually exclusive, each containing constraints and encouragements which warrant consideration as educators plan for future innovations.

The preservice students entered the program as volunteers, with a variety of reasons for choosing to participate. While a few of them clearly were committed to the multicultural goals of the project, most participated for another reason (e.g., it fit their schedule, they liked the cohort idea). This resulted in a wide range of student commitment to learning about and implementing multicultural teaching strategies and content during the student teaching semester.

It was also anticipated that there would be multiple candidates for the position of CTS and that the selection process would be carried out jointly by school and university personnel. Only a few teachers applied for the CTS position and the selection process was completed solely by each building principal with no input from the university staff. The teachers who were selected as CTSs were all considered to be "expert" teachers by their principals. They had many years of teaching experience and had previously worked with preservice students as cooperating teachers. All three CTSs felt that these criteria appear to alone be insufficient for carrying out the role of CTS. All felt they needed more specific training in clinical supervision and multicultural education. Despite this, the students reported a

high degree of satisfaction in working with an experienced teacher as a supervisor.

Only one of the supervisors and two of the principals read the project proposal prior to agreeing to be part of the program. The students and the staff at each site were given an overview of the project by the directors and received a short pamphlet describing the various components of the project. In interviews conducted with members of all role groups, the goals and purposes of the project were not altogether clear and ultimately were interpreted in a variety of ways.

In retrospect, we believe it is imperative that a process be developed to select the students and the CTSs. While specific criteria have not been developed, it is essential that the students, the CTS, the principal, and the staff at each site have a clear understanding of and commitment to the goals of the project. Additionally, it is important to realize that teachers and teacher educators at all levels are struggling with ways to more effectively educate all children. Forums for educating the teacher educators (e.g., training sessions, discussion groups, curriculum development committees) need to be instituted early and sustained throughout the program. Most importantly, institutional barriers (e.g., rigid scheduling, money for released time) need to be broken down at the school and the university to support these ventures.

Our inability to fully involve the cooperating teachers was another general weakness. We learned that although the CTS

played a key role for the student, the cooperating teacher was still the most salient influence. Most of the teachers indicated an enthusiastic interest in the project but remained generally uninformed as to its goals. They were unaware of the content and expectations of students' university coursework and the students were not always able to verbalize what they were supposed to be implementing in the classroom. As a result, the cooperating teachers generally held the same expectations for projects students as they would for student teachers in the regular program. This left implementation of curricular and instructional strategies to the students themselves. As novices, and having the least amount of decision making power, they required the assistance of the cooperating teacher.

It seems imperative that prior to implementing a model such as ours, the staff at the clinical training site should have a clear understanding of the goals and nature of the project as well as to role expectations.

Two of the most effective aspects of the project were the creation of the cohort group and the development of the students' awareness of various curricular and instructional approaches to multicultural education. But the successful nature of these efforts must be viewed with caution. While both resulted improvements over the traditional elementary teacher education program at the University of Wisconsin-Madison, the extent to which they were able to alter traditional norms of practice during the student teaching semester was limited.

As noted earlier, the cohort group was a salient factor for the students. While they did not develop norms typically associated with collegiality (e.g., peer observation, collaborative curriculum planning), the cohort group personalized a large university for the students and provided them with a stable network of colleagues that was both professionally and personally supportive as they learned to teach. They utilized each other as resources for teaching ideas and shared their successes and failures on a regular basis both inside and outside of school.

One of the major reasons cited by the students for not engaging in more collaborative activities with their peers was their unwillingness to leave their own classroom. Norms of collaboration did not exist in the three clinical sites. Students tended to adopt the practices of their cooperating teacher and most chose to plan and teach in isolation rather than with their colleagues. Additionally, the students' major source of feedback regarding their teaching came from the CTS and the cooperating teacher. In only four instances did students report observing a colleague or another teacher (not the cooperating teacher) teach.

Our inability to help the students break with traditional norms of isolation and individuality results in part from our general inability to alter institutional patterns at the school and the university. It may also be related to the cooperating teachers lack of knowledge regarding project goals and the

desires of the student teachers themselves. Since the major emphasis on peer observation and collaboration came during the student teaching semester, it is possible that we could alter these norms with earlier intervention (specific emphasis in the first two practica) and the assistance of the CTS and the cooperating teacher.

Finally, the project increased the students' awareness regarding various approaches to multicultural education. Given the growing diversity of the student population in the United States, this is a highly significant accomplishment. The preservice teachers in our project were representative of the teacher population in general; white, predominately female, middle class, and unaccustomed to dealing with a diversity of individuals. Through working in clinical training sites characterized by a broad student population and receiving an ongoing preservice curricula characterized by its attention to multicultural education, the students developed an awareness of the importance of multicultural education and their role as teachers in the educational process.

Moving the students from awareness to implementation was not as successful. One possible explanation is that, in the early stages of the project, we underestimated the limited backgrounds of the students. For many of them, the struggle to reach the stage of awareness and understanding, in combination with the process of learning to teach, was in and of itself an overwhelming task. Compounding this was the limited knowledge

about multicultural education on the part of the school and university-based teacher educators who worked with the students. It was not uncommon to hear the staff members at the three sites say that one of the reasons that they enjoyed having these student teachers in the building was because they were learning so much from them about multicultural education.

PRODUCTS AND DISSEMINATION ACTIVITIES

Three products have been developed over the course of the project; interview schedules, a television video and a slide show.

The interview schedules were developed each semester to gather data from students, teacher supervisors and methods instructors. They address the major areas of concern for our project: the process of learning to teach, the effects of the cohort group, problems and issues related to school-university collaboration, and problems and issues related to effectively preparing preservice teachers to work with diverse groups of students. Upon completion of the project in October, 1988, the schedules will be bound and available to other TEDD projects as well as teacher educators, at all levels, whose concerns parallel ours.

A TV video, developed for a local CBS affiliate, and a slide presentation, developed for the University of Wisconsin Board of Regents, were designed to give a brief overview of our project. The video was viewed by the greater Madison viewing area and the slide presentation was viewed by the Regents which include

representatives from all universities in the Wisconsin System. These products are available for viewing by interested teacher educators at all levels. They can be obtained through the Wisconsin Center for Education Research.

Information related to the project has been disseminated at the following professional meetings. Papers were presented at (a) and (b) and are available upon request:

a) October, 1987 - Midwest Educational Research Association, Chicago, Illinois.

b) January, 1988 - The Holmes Group Second National Conference, Washington, D.C. Our project was featured there as one of ten exemplary teacher education programs.

c) February, 1988 - Association of Teacher Educators, San Diego, California.

Information has also been disseminated locally and nationally. On the local level, one of the teacher supervisors has written an article for the district newsletter and spoken to an Advisory Committee on Clinical Experiences from areas outside of Madison regarding the project. Nationally, a project description appeared in The Holmes Group Forum, Spring, 1988, (Volume II, Number 3).

Future dissemination activities are planned for the Midwest Educational Research Association annual meeting, October, 1988 and ATE in February, 1989.

We have no data regarding the influence of the video, the slide show and the dissemination activities undertaken. In combination, these efforts reached an audience that included university-based teacher educators, school-based teacher

educators, university and school administrators, and the general public. It seems plausible to assume that our efforts have increased the awareness of a number of interested colleagues and citizens regarding our project and the importance of the issues we addressed.

NOTES

1. Eight students left over the two-year course of the program. Twenty-two finished the project in May, 1988.

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APPENDIX A

FACTORS THAT CONSTITUTE THE COMPLEX LEARNING ENVIRONMENT

FACTORS IDENTIFIED BY PRINCIPALS
AS PREDICTORS OF SPECIAL NEEDS POPULATION

Rank	
1	Free and Reduced Lunch
2	Kindergarten Screener (less than 15%ile on 3+ items)
3	Third Grade Achievement (less than 33%ile)
4	Mobility
5	M-team Initiated
6	Mainstreamed EEN
7	Minority/Non Minority Balance
8	Absenteeism
9	Mainstreamed LEP
10	School Enrollment

APPENDIX B

MEMORANDUM OF UNDERSTANDING

RE: Clinical Supervisors

MTI and the Madison Metropolitan School District, in order to facilitate the above-referenced program which has been developed by and between the District and the University of Wisconsin, hereby agree as follows:

A) The program will be limited to the elementary schools.

B) The District will post vacancy notices, in the schools selected for the project, for teachers who wish to volunteer to participate in the programs.

1) The principal of the school will appoint participants from among those teachers who volunteer.

2) Appointments will be for three semesters, commencing with the second semester of the 1986-87 school year.

3) Those appointed will be returned to the classroom/grade assigned, at the time of their appointment, when their three semester appointment has been completed, provided all terms and conditions of the Collective Bargaining Agreement so enable.

4) Teachers appointed and who work on the program during the summer or after regular work hours will be compensated in accordance with the terms and conditions of the Collective Bargaining Agreement for such work.

C) Positions temporarily vacated by teachers selected in "B" above will be filled by the District selecting teachers in accordance with the terms and conditions of the Collective Bargaining Agreement.

1) Said positions will be posted in accordance with the terms and conditions of the Collective Bargaining Agreement.

2) Those selected as replacement teachers will be issued regular contracts, with notice that their assignment in the position at issue will be only three semesters and that they will be reassigned and/or otherwise treated, in accordance with the terms and conditions of the Collective Bargaining Agreement.

a) Teachers holding part-time contracts may apply for such positions, and one teacher may hold two such positions, if the schedule of the participants so allow.

D) Those selected to participate in the program or as replacement teachers for participants will not be provided "super seniority"; i.e., they will be treated as are all other collective bargaining unit members.

E) There will be no "peer evaluation" of participants or replacement teachers. Any evaluation will be in accordance with the terms and conditions of the Collective Bargaining Agreement.

Memorandum of Understanding
RE: Clinical Supervisors
Page 2

F) Teachers who serve as clinical supervisors shall be assigned to teach not more than one-half (.5) of the number of minutes of the "teacher's responsibility with students" which is set forth on page 48a of the Collective Bargaining Agreement, averaged on a semester basis. Similarly, the teachers who are employed as job-sharers with the aforementioned teachers shall be responsible for the same. Each teacher will perform the class preparation, grading, field trips and parent-teacher conferences for that position of the school day to which they are assigned, pursuant to the above. Each teacher will be provided not less than one-half hour daily preparation time, within the school day, and all other contractual benefits.

G) This agreement will end at the conclusion of the program, i.e. in June, 1988. It shall not establish precedent.

Susan Hawley
Labor Contract Manager
Madison Metropolitan School District

7/24/86
Date

John A. Matthews
Executive Director
Madison Teachers Inc.

7/15/86
Date

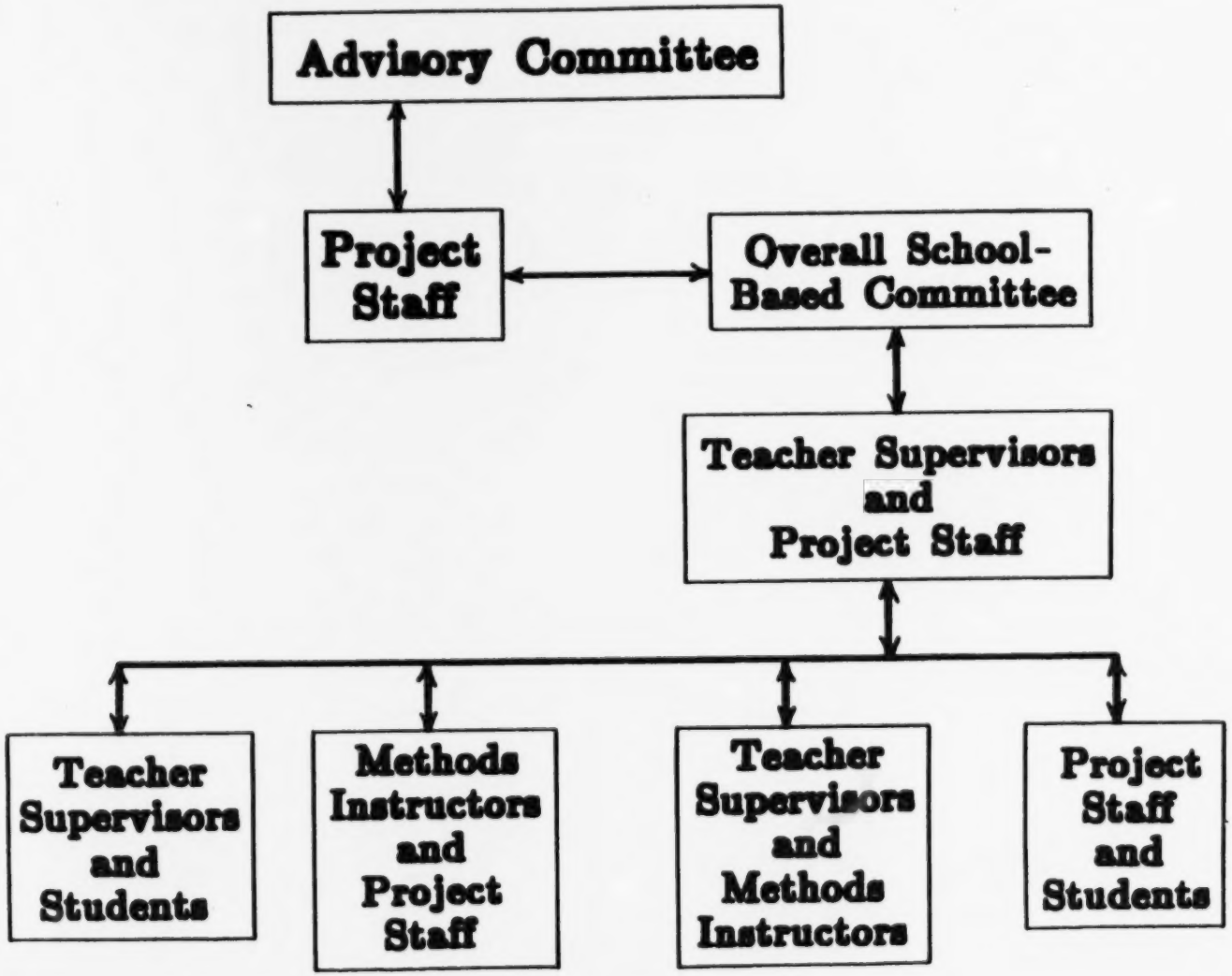

Figure 1. School-University Collaborative Structure

PART B. DRAFT OF PROGRAM ASSESSMENT REPORT

I. MAJOR QUESTIONS

Recent demographic trends (Education Week, 1986; AACTE, 1987) indicate that schools are being asked to serve an increasingly diverse student population. Concurrently, predictions are that the teacher population will remain predominately white, middle-class and female for the foreseeable future (NEA, 1986; Zimpher, 1987). Evidence exists (Joyce, et al., 1977) that preservice programs currently do not adequately prepare classroom teachers to work with minority groups, the poor, or in multicultural and bilingual settings. "Preparing Preservice Teachers To Effectively Teach Diverse Groups of Students In Multicultural Settings" represents an effort to improve this situation. Conducted jointly by the University of Wisconsin-Madison and the Madison Metropolitan School District (MMSD), this project attempts to better prepare teachers who will meet the needs of all children through significant alterations in the organizational structure, curricular emphasis, and instructional roles found in the regular elementary preservice program at the University.

The questions that guide our assessment efforts deal with both the impact of the multicultural emphasis on development as teachers and the implementation of the project at each institution over the course of the initial planning year and the two subsequent implementation years:

A. Project Outcomes

1. What impact does the project have on elementary preservice teachers' knowledge about diverse groups of students?

2. What impact does the project have on the preservice teachers' ability to implement pedagogical strategies appropriate to teaching in multicultural settings?

3. What impact does the project have on the preservice teachers' knowledge and understanding of curriculum for diverse groups of students?

4. What impact does the project have on the preservice teachers' knowledge and understanding about factors that influence teachers' work?

5. What impact does the cohort group have on the preservice teachers' understanding of professional peer relations in teaching?

B. Project Implementation

1. How was EMC integrated into university methods courses and school-based curriculum/instructional strategies?

2. How do the clinical teacher supervisors perceive and carry out their role and responsibilities?

3. How were program structures, goals, roles and policies negotiated between the school, university and community?

4. How were university faculty involved in the field-based components of the preservice program and how were school-based personnel involved in the campus components?

II. PROGRAM/COMPONENT DESCRIPTION

The UW-Madison-MMSD collaborative project is aimed at developing effective strategies for school-university collaboration in the preparation of teachers who are able to effectively teach an increasingly diverse student population. A description of the projects' main components will follow a brief definition of terms.

A. Definition of Terms

The project has four major components; a cohort group of twenty-two preservice (elementary education) students, clinical training sites, clinical teacher supervisors and a curricular focus in the preservice sequence of courses on education that is multicultural.

Clinical Training Site - a school within the MMSD characterized by a student population that is racially, ethnically and socioeconomically diverse. The project includes three elementary sites and one middle school site.

Clinical Teacher Supervisor (CTS) - a teacher at each clinical training site who continues to teach on a half-time basis and is released the remainder of the day to work with the preservice students at that site (e.g., supervise teaching, conduct seminars). In addition, the CTS is a part of the project staff and takes part in project-related decisions and activities.

Education That Is Multicultural (EMC) Curricular Emphasis - Grant and Sleeter (1986) have delineated five approaches to multicultural education. They are summarized in Appendix A. The project attended to all five approaches but its primary focus was directed toward the final two.

The twenty-two students that comprise the cohort group entered the professional sequence of courses after meeting the entrance requirements for the elementary education preservice program at the University of Wisconsin-Madison (e.g., minimum

GPA, test of basic skills). They have remained together for the four semester sequence of methods courses and field-based experiences.

The students completed all of their field experiences in one of four clinical training sites. Here they worked directly with students of diverse racial, ethnic and socioeconomic backgrounds. A clinical teacher supervisor at each site worked with the students in preparing them to effectively teach the student population at that particular school.

An emphasis was placed on multicultural content and teaching strategies in both the campus-based and the school-based teacher education program. The clinical teacher supervisor was seen as instrumental in helping the preservice teachers synthesize the knowledge and experience they were gaining in each setting.

III. SAMPLE

Twenty-two elementary preservice students volunteered to participate in the two-year project after meeting the entrance requirements of the University of Wisconsin-Madison Elementary Teacher Education Program and hearing an overview of the program. The group was comprised of nineteen white females and three white males. Their average age was approximately twenty-two years. Generally, the students can be characterized as coming from lower-middle to middle class backgrounds. Twenty of the students grew up in Wisconsin, with fifteen of them coming from an area where the population is below 100,000.

IV. METHODOLOGY AND INSTRUMENTATION

The research methodology that was utilized to capture the complexity of the preservice teacher education experience in this project can be characterized as primarily naturalistic. We relied heavily on interviews, participant observations, and analysis of written statements by the students in our attempts to document their pedagogical knowledge, dispositions and actions in relation to teaching diverse student populations. Table 1 summarizes the data sources for each major question in section I. Each data source is described below.

(Insert Table 1 About Here)

a. Interview Schedules

Interview schedules were developed each semester based on the projects' major components (e.g., knowledge about pedagogy, EMC). A semi-structured interview format was used to elicit the participants understanding and perspectives related to these components. In general, interviews began with "grand tour" (Spradley and McCurdy, 1972) questions with additional questions asked based on interviewee's responses. Probes were used to encourage subjects to explain and clarify statements or terms unclear to the interviewer.

(See Appendix B).

b. Observations

All students were observed during the student teaching semester. In order to get a more detailed picture of the extent to which the students implemented multicultural education, eight

students were selected for intensive classroom observations. These eight were chosen on the basis of course assignments and interview data which suggested they had acquired an understanding of multicultural education. Consideration was also given to balanced representation at each site. Most of the observations were conducted during the lead teaching weeks when the students were almost solely responsible for planning and implementing curriculum.

Three researchers conducted multiple observations of each student teacher. Lesson plans were collected prior to the observation, extensive observation notes were taken, and post-observation question sessions were conducted to ensure clear understanding of the students' actions and intentions.

c. Analysis of Written Statements

Throughout the course of the project students were asked to express, in written form, their definition of multicultural education. These statements were analyzed to determine the extent to which students expressed understanding of specific approaches to multicultural education.

d. Document Analysis

Minutes of all meetings provide data related to the extent and quality of input into project activities by members of each role group.

V. RESULTS/FINDINGS

PROJECT OUTCOMES

The following three-phase framework (Grant & Melnick, 1978) was utilized to assess the impact of the multicultural emphasis of the program (questions 1-3):

PHASE ONE - AWARENESS

The awareness phase entails interactions with one-self, with others, and with appropriate materials to understand the nature and the impact of prejudice and discrimination. This phase takes as its goals; the clarification, analysis and assessment of individually held values, beliefs and norms; examination of the forces of racism, sexism, classism, and handicappism in society for majority and minority group members; and the evaluation of the manner in which American institutions, especially schools, perpetuate discrimination and prejudice.

PHASE TWO - ACCEPTANCE

The acceptance phase involves acquisition of substantive knowledge to lead educators to an appreciation of racial, cultural, gender-based and individual variations as differences rather than deficiencies. Here information should be comprehensive (e.g., school related, economic, political, sociological, linguistic etc.). The information gained in this phase should enable educators to declare a belief in the need to affirm cultural diversity.

PHASE THREE - AFFIRMATION

The affirmation phase focuses on the actual development, implementation and evaluation of multicultural experiences in the total school setting. The Multicultural Education Approach and The Education That Is Multicultural Approach (Appendix A) are illustrative of this phase.

PROJECT OUTCOMES

1. What impact does the project have on elementary preservice teachers' knowledge about diverse groups of students?

The twenty-two students in the project were typical of the teacher population in general. They were white, predominately female (20/22), and came from backgrounds which could be considered middle-class. The average age of the group was twenty-two. No students were physically handicapped. With three exceptions, they entered the program with generally unexposed to people unlike themselves. They admittedly knew little about the various groups that comprise our pluralistic society. Final interviews indicated that the project did succeed in educating the students about diverse groups of students.

Students reported that the project provided them with basic knowledge about the impact of race, ethnicity, class and gender in their own life as well as in the lives of others. They received information on Grant and Sleeter's (1988) approaches to multicultural education which included an historical analysis of the development of each approach in the United States. Interview data and students' written statements indicated that all students left the project with an increased awareness of the importance of multicultural education. They verbalized their awareness of the need for multicultural education in classrooms, indicating some degree of acceptance. The following excerpts from interviews done in the final year illustrate the students' perceptions about

what they gained from participation in the project:

> ". . . I think made me more aware and I'm glad about it. I grew up in an all white, middle class area and I was never exposed to anything else and I think this has given me a broader perspective." (L3).

> "Eight White students, five Black students, three Hispanic students, two Asian-American students, two Jewish-American students and 1 American Indian. This is how I pictured the multicultural classroom when I first signed up for this project. . . . What I didn't realize was that culture reaches beyond the outer characteristics of race or ethnicity. . . . Multicultural education is not just for those classrooms that have a population like the formula. . . . It is teaching that meets the needs of all the students, not just those who fit into the accepted norm." (L1)

> "I think it's (the project) made a big difference. I mean I'm aware of what multicultural education is. I don't necessarily understand it completely and do it all the time in my classroom, but I know what it is. . . . And if I hadn't gone through this project I probably wouldn't even know what was or what it meant." (E1)

> "I think it really helped me question things and kind of raise my awareness as far as just the need for multicultural education and what it is not, and being able to recognize what is going on that is not multicultural. I don't know if I have a handle on what it is yet, but it opened my eyes." (M1)

> "I mean I came in with a very limited view of what things are like and I guess I'm reading with a much broader perspective and a lot more ideas. . . . I guess I would have kept thinking the White perspective that I was brought up, and teach just like those teachers back home taught me. If I wouldn't have been made aware of all these other ways of teaching that were brought up, and what multicultural education is, and how we should incorporate it into the classrooms, I think I wouldn't have even considered it" (E1).

2. What impact does the project have on the preservice teachers' ability to implement pedagogical strategies appropriate to teaching in multicultural settings?

Over the course of the two year program, the students learned various teaching strategies for working with diverse groups of students. These are subsumed the various approaches listed in Appendix A. In general, full implementation of instructional strategies could be characterized by consistent use of the following:

1) cooperative grouping
2) use of techniques and activities designed to promote critical inquiry
3) content presentation matched to student learning styles
4) community-based activities
5) use of diverse role models to present information (e.g., guest speakers)
6) design of activities based on student experience and expenience
7) a variety of small group, large group and individual instruction
8) adapts instruction to skill levels of students

The results of our observation and interview data indicate that all of the students reached the awareness and acceptance stages concerning the implementation of pedagogical strategies for working with diverse groups. Additionally, all students made isolated attempts at affirmation.

Table 2 summarizes the major areas of implementation attempted by the eight student teachers chosen for intensive study. It was constructed based on interview and observational data collected during the student teaching semester. Strategy numbers correspond to the characterization list above.

(Insert Table 2 About Here)

3. What impact does the project have on the preservice teachers' ability to develop and use curricula appropriate to teaching in multicultural settings?

Students were taught various ways to adapt and construct curriculum to meet the needs of all students. Full implementation of curricular strategies for teaching diverse groups would entail consistent use of the following:

1) content culturally relevant to students
2) content taught from multiple perspectives
3) examines material for bias and stereotyping
4) teaches about stereotypes, biases, human differences and similarities
5) balances curricular material to ensure representation of all groups in pictures and text
6) teaches members of a group about history, culture and contributions of their own group
7) teaches about current social issues.

All of the students reported that they regularly examined materials for bias and stereotyping and taught isolated lessons on these topics. Many also planned lessons and activities around the human relations themes of "getting along better." The cooperating teacher was often a major determinant of the extent to which students were able to make curricular changes and teach original units. While some students had total freedom to choose materials, others felt that they should conform to the units and

lessons suggested by their cooperating teacher. Table 3 summarizes the major forms of curricular implementation attempted by the eight students chosen for intensive study. It was constructed based on interview and observational data collected during the student teaching semester. Numbered strategies correspond to the characterization list above.

(Insert Table 3 About Here)

4. What impact does the project have on the preservice teachers' knowledge and understanding about factors that influence teachers' work?

This question was dropped from our investigation. Our data does not allow us to reach any substantive conclusions in this regard.

5. What impact does the cohort group have on the preservice teachers' understanding of professional peer relations in teaching?

The cohort group proved to be one of the most salient factors of the project for the students. When interviewed each semester, the students consistently named the cohort group as a positive aspect of the project, one that personalized a large university for them. The students reported sharing teaching materials on a regular basis and indicated a high degree of verbal interaction about teaching. The group provided them with a network of colleagues who shared a common experience, who understood the process of learning to teach, and who were readily

available to discuss personal and professional problems. When asked about the extent to which they used each other as teaching colleagues, they overwhelmingly responded, "I always had someone to bounce ideas off of." The greatest benefit seemed to be that they were a source of great emotional support and "teaching ideas" for each other.

The students did not, as we had hypothesized, develop habits of peer observation and reflection despite the encouragements of the university and school-based project personnel. They rarely saw each other teach and in the few instances where this did occur, it was not accompanied by discussion which would assist the students in critical evaluation of their work.

PROJECT IMPLEMENTATION

1. How was EMC integrated into university methods courses and school-based curriculum/instructional strategies?

Integration of multicultural concepts at the school and the university varied according to the awareness, understanding and commitment given it by both school-based and university-based teacher educators. As was noted earlier, a comprehensive inclusion of curricula and instructional strategies was sought at the university. In the three courses taught by one of the project co-directors, this was achieved. In the methods courses, two of the five professors made deliberate, albeit isolated, attempts to learn more about and incorporate concepts related to teaching diverse student populations throughout course content, assignments and evaluative activities. For example, the Reading and Language Arts Methods professors placed specific emphasis on teaching students to evaluate materials for race, gender and handicap bias.

In three of the methods classes no attempts were made to learn more about or incorporate concepts related to multicultural education. This does not mean that the course material did not in any way relate to the project's areas of concern. Interview data supplied by the students indicates that they were able to connect such topics as "inquiry-oriented lessons" or "meeting the needs of individual students" to what they were learning about multicultural education. However, examination of course syllabi indicate that course content, assignments and evaluation

activities did not vary for project students and no specific emphasis was placed on inclusion of topics directly related to the various approaches to multicultural education that they were learning.

At the school level, inclusion of multicultural education in the seminars and classroom experiences again varied according to the awareness, understanding and commitment of individual CTS's and cooperating teachers. Each CTS stated that due to lack of background in multicultural education she was unsure as to how to address project goals in working with the students. While the university-based staff did offer a week-long institute and a course related to the topic, they were optional. All of the CTSs attended the institute and one attended the course. The CTSs felt that such sessions should have been held prior to their work with the student teachers rather than during it. This was our original intention but negotiations with the teachers' union over guidelines for the role of the CTS took longer than was anticipated. As a result, an agreement was reached and selection of the CTS finalized as the students entered the program.

Reading material related to multicultural education was available to school and university throughout the project. The extent to which staff utilized these resources was minimal.

2. How do the clinical teacher supervisors perceive and carry out their role and responsibilities?

"I try to be here for students. I see my primary job to be here for the kids and help them with anything they need help

with, lesson plans, getting material, organizing a lesson. . . . I don't know, I feel like a mother." (ph).

"I think I see my main function as support of everything (in the project) but primarily the students. . . . I feel almost like a mother." (mp)

The "support" theme was echoed throughout the project as each CTS described her role. All attempted to maintain a high degree of visibility, stopping by classrooms for informal visits on a regular basis. They sought to make the school a comfortable place for the students by ensuring that they were well acquainted with the physical environment (e.g., how to operate the ditto machine) and an active part of the staff. They encouraged students to join faculty committees, attend after-school functions (e.g., Parent-Teacher Organization meetings), and utilize district resources (e.g., the Human Relations Office).

It was originally hypothesized that because of their location in the school, the CTS would be available for more frequent formal observations and post-observation conferences which included the cooperating teacher than are evidenced in the regular elementary student teaching program at the UW. This was not the case. Each CTS completed only the minimum required number of observations during the student teaching semester.

The degree to which each CTS attended to the goals of the project varied according to the individual. We hypothesized that this role would facilitate a stronger connection between campus and field-based components of the project. While this did occur to some extent the connection was generally weak. On two

occasions a CTS taught a methods class. However, no CTS regularly attended campus methods courses and only one of the three participated in the course on multicultural education held in the schools during the Fall, 1987 semester. Two of the teacher-supervisors reported sporadic attention to multicultural education in supervisory conferences and seminars. This was confirmed by the students in these two sites who indicated little or no attention given to multicultural concepts by their supervisor.

A third supervisor reported regular attempts to incorporate multicultural education into her work with the students. She provided them with seminar reading materials dealing with race and socioeconomic class and attempted to assist the students in analyzing these issues in light of the student population in the MMSD. During post-observation conferences she questioned the students as to their choice of methods and materials in relation to the students they were teaching. Six of the eight students in her building believed that she helped them in the area of multicultural education.

3. How were program structures, goals, roles and policies negotiated between the school, university and community?

The project succeeded in developing a Project Advisory Committee which included district-wide, university-wide and community-wide representation. Input from these three groups provided a sound foundation for the project in the planning year.

However, as this committee continued to meet on a regular basis throughout the next two years, representation from those least directly involved, community members, faculty outside the area of elementary education and school district personnel outside of the three schools, declined.

In January, 1987, a committee made up of the principals and CTSs from each site, university-based project staff and student representatives began meeting to negotiate program policies, structures and roles (e.g., student teaching placements, seminars, the summer institute). As a result, project components were increasingly defined by those most intimately involved, (university and school-based project staff), and reported to the Advisory Committee.

It is important to note here that the negotiation of project components is a vital, but tension-producing process. We earnestly attempted to break out of traditional patterns of school-university partnership where the university-staff establishes policies, roles and structures, the school is responsible for implementation and the students have no voice in the program. The experimental nature of the program, however, often meant that it lacked concrete, specific guidelines for project components. Negotiation of structures, roles and policies was often a frustrating experience for staff and students because of their expectations that the university would fully define the program for them. University attempts to establish collaborative building of the program were undermined

in part by these expectations for university dominance.

4. How were university faculty involved in the field-based components of the preservice program and how were school-based personnel involved in the campus components?

The University of Wisconsin-Madison and the MMSD have had a strong collaborative relationship regarding teacher education. This can generally be characterized by a network of joint committees designed to monitor, assess and recommend improvements in the teacher-education program. It was hypothesized at the inception of this project that true collaboration would involve a much closer connection between school-based and university-based teacher educators, one which would break down traditional barriers and assumptions regarding the nature and role of each institution in preservice teacher education (e.g., "practice" occurs in the field and "theory" is the domain of the university). To this end it was hoped that university personnel would become more involved in the field and school personnel would become fully involved in campus components of the program. This did occur to some small extent. On two occasions teachers from the schools taught sessions of the methods courses, a project co-director did six demonstration lessons with follow-up discussions and the professor who taught science methods worked at two of the sites, doing demonstrations for students and offering suggestions to teachers related to Science instruction or concepts. While these efforts are an improvement over what occurs in the regular program, they did not occur often enough to

make any lasting impact.

VI. DISCUSSION OF RESULTS

The Multicultural Teacher Education Project was successful in developing elementary preservice teachers' awareness of the importance of multicultural education, increasing their knowledge about multicultural education, and providing them with knowledge about various curricular and instructional strategies appropriate for teaching diverse groups of student. Additionally, the use of a cohort group provided the students with a supportive network of colleagues who provided each other with personal and professional support in the process of learning to teach.

The project was also somewhat successful in expanding the involvement of the MMSD in the preservice program and developing closer connections between campus and field-based components of the teacher education program. The schools also benefitted from having the students in their buildings for three semesters as they became a more active part of the school staff than is traditionally found in our regular student teaching program.

However, increasing the students' awareness and knowledge about the diverse groups of students they encountered in the schools and about multicultural teaching strategies was not enough to enable them to successfully implement what they had learned in the classroom on an ongoing basis.

Several factors could be related to this outcome. First, the student volunteers who entered the project reported a variety of reasons for doing so (e.g., it fit their schedule). The level of commitment to the multicultural goals of the project varied

with individual students. Second, the degree of freedom the student teachers had to experiment with various methods and materials in the classroom varied with cooperating teachers. Many felt constrained by the cooperating teacher's preferred curriculum and instructional practices. Those who did have a wide latitude of choice were not without the traditional constraints of student teaching (e.g., the need for a good letter of recommendation from the cooperating teacher). Third, many of the preservice teachers felt overwhelmed by the student teaching experience. They faced the typical problems which often confront student teachers; discipline, classroom management, lack of time for planning, etc. For these students, feeling confident in the classroom often meant doing what was easiest and most familiar. Fourth, several students actively tried to implement multicultural curricular and instructional strategies during the student teaching semester. They often encountered difficulty translating their knowledge of these strategies into effective lessons. Finally, the methods instructors, the CTSs and the cooperating teachers who worked with the students also varied in their understanding of and commitment to multicultural education. Attention to project goals throughout the campus-based and field-based components of the project was not comprehensive and often repetitive (e.g., admonishing the students to examine texts for bias).

This situation was partially a result of our inability to fully involve all role groups at the outset of the project and to

ensure clear understanding of project goals. Most cooperating teachers knew little about the project or about what the students were learning on campus. The methods instructors in turn knew little about the classrooms where the students worked.

The CTSs were all considered to be "expert" teachers by their principals. They had many years of teaching experience and had previously worked with preservice teachers as cooperating teachers. These criteria appear to be important but insufficient for undertaking the CTS role. A CTS should be fully aware of project goals and be given specific training and feedback as he or she carries out the role.

Institutional and financial constraints hampered our effort to fully involve the cooperating teachers and meet with the CTSs and methods instructors. In no semester were the three CTSs released for the same block of time. Neither the school district nor the university had funds available that would have allowed us to provide released time or after-hours pay for the cooperating teachers. The university-based project staff carried out its duties in addition to regular loads of teaching, research and graduate study. We were unable to break down traditional work norms at the school and the University levels which would have facilitated our collaborative efforts.

VII. IMPLICATIONS FOR IMPROVING TEACHER EDUCATION

Recent demographic trends document the fact that, at least for the foreseeable future, the student population will become more racially, ethnically, and socioeconomically diverse as the

teacher population remains predominately white, female and middle class. While there is a pressing need to recruit and retain teachers of color, our project's focus on more effective strategies for preparing all teachers to successfully work with a diversity of students is crucial for teacher educators at school and university levels. As others attempt to struggle with the issues we have dealt with, there are several areas which should be considered in implementing a school-university preservice program that is multicultural. Each major project component; the creation of clinical training sites and the role of the CTS, the use of the cohort group, and the multicultural curricular emphasis, have implications for improving the current status of teacher education.

A. Clinical Training Sites and Clinical Teacher-Supervisors

The creation of clinical training sites and the role of the CTS in our project responds to recent proposals for educational reform (The Holmes Group, 1986; The Carnegie Report,1986) which call for a closer connection between schools and universities in the preparation of teachers. While reform proposals represent general guidelines for change, our project can be seen as one model of such an arrangement. As others attempt various forms of the "professional development school" concept, our analysis of the complexities involved in implementation will inform their efforts.

B. The Student Cohort Group

At a large university, such as the University of Wisconsin-

Madison, it is not commonplace for preservice teachers to develop supportive personal and professional relationships with a network of colleagues. Cohorting students as they progress through the program is one possible means of developing dispositions toward collegiality.

C. Preservice Curricula That Is Multicultural

We were successful in developing preservice teacher's awareness of issues related to multicultural education. Despite the fact that implementation of multicultural curriculum and instructional strategies was sporadic and met with variable success, the students in our program attempted to try methods and materials which they believed met the need of the wide range of students with whom they worked. Previous research completed at the UW-Madison (Grant, 1981; Grant & Koskela, 1985) indicated that these outcomes were not found in the regular elementary teacher education program and Joyce et al. (1977) provides evidence to suggest that most preservice programs do not adequately prepare teachers to work with minority groups, the poor, or in multicultural and bilingual settings. Since our sample is representative of the prospective teacher population being reported elsewhere (Zimpher, 1987), we believe that efforts such as ours are viable, and essential for all teacher educators.

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TABLE 1
DATA SOURCES FOR OUTCOME ASSESSMENT

OUTCOMES	Student Interview Data	CTS Interview Data	Methods Instructor Interview Data	Observation Data	Analysis of Students Written Statements	Document Analysis
A1	X				X	
A2	X			X		
A3	X			X	X	
A4						
A5	X					
B1	X		X		X	X
B2		X				X
B3						
B4	X	X	X			

TABLE 2
IMPLEMENTATION OF INSTRUCTIONAL STRATEGIES

STUDENTS	STRATEGIES							
	1	2	3	4	5	6	7	8
E2		X				X	X	X
E1	X		X				X	X
M2		X	X			X	X	X
M4	X	X	X		X	X	X	X
M1	X	X	X	X			X	X
M3	X	X	X			X	X	X
L1	X	X	X			X	X	X
L2								

TABLE 3
IMPLEMENTATION OF CURRICULAR STRATEGIES

STUDENTS	STRATEGIES						
	1	2	3	4	5	6	7
E2		X	X	X	X	X	X
E1	X		X		X		X
M2			X	X			
M4	X	X	X		X		
M1	X		X	X	X		X
M3	X	X	X	X	X		
L1	X		X	X	X		X
L2		X	X	X			

APPENDIX A

APPROACHES TO MULTICULTURAL EDUCATION

1. Teaching the culturally different or the exceptional child helps fit people into the existing social structure and culture. Dominant traditional educational aims are taught by building bridges between the students and the school. The curriculum is made relevant to the students' background; instruction builds on students' learning styles; and it is adapted to their skill levels. Teaching the culturally different or the exceptional child accommodates such students by altering "regular" teaching strategies to match student learning styles, by using culturally relevant materials, or by using remedial teaching strategies that would otherwise be used in a pull-out program.

2. Human relations attempts to foster positive affective relationships among members of diverse racial and cultural groups, males and females in order to strengthen the self-concept and increase school and social harmony. The human relations curriculum includes lessons about stereotyping and individual differences and similarities, and instruction includes using cooperative learning.

3. Single-group studies promotes social structural equality for and immediate recognition of an identified group. Commonly implemented in the form of ethnic studies or women's studies, it assumes that knowledge about particular oppressed groups should be taught separately from conventional classroom knowledge, either in separate units or separate courses. Single group studies seek to raise the consciousness concerning the identified group, by teaching its members and others about the history, culture, contributions of that group, as well as about how it has been oppressed by and/or worked with the dominant groups in our society.

4. Multicultural approaches to education promotes social equality and cultural pluralism. The curriculum is organized around the contributions and perspectives of different cultural groups and it pays close attention to gender equity. Multicultural approaches to education builds on students' learning styles, adapts to their skill level and involves students actively in thinking and analyzing. It also encourages staffing patterns to include diverse racial, gender and disability groups in nontraditional roles.

5. Education that is multicultural and social reconstructionist (EMC) extends the previous one by teaching students to analyze inequality and oppression in society and by helping them develop skills for social action.

APPENDIX B

INTERVIEW SCHEDULES

STUDENT INTERVIEW, FALL 1986

Purpose: Understand the impact of the program on the students. This interview is used in conjunction with the attached biography survey.

Interview Questions

1. Why did you want to be a part of this program?

2. Aside from the written description of the program, what is your understanding of what the program is?

   a. What do you see as the emphasis of the program?

3. How has your impression of the program changed from when you first heard about it until now?

4. What is your idea(s) about the kind of teacher you would like to become?

   a. What factors have contributed to this idea? (Friends, Family, Schooling Experience, Courses in Education, 364 in Particular, Other Factors?)

   ** Before we go on to the next set of questions, is there anything else that you can say to help me understand the way you understand the program and its impact on you.

Explain term "culturally diverse" (Be sure they understand r/c/g/h/)

5. Recall survey data about experiences relating to r/c/g/h.

   a. Based on your experiences, about what you know right now, what do you think culturally diverse students (different races, social class, and handicapped) want from their education?

   b. What types of aspirations do you think the parents of those children have for them? Do you think there is any difference between what their parents want and what your parents want for you?

6. What things (skills, attitudes, dispositions) do you think are necessary to become a successful teacher of students from culturally diverse backgrounds?

7. How do you see the curriculum in terms of students from culturally diverse backgrounds?

8. Based on what you know right now, how do you think our schools are doing in educating students from culturally diverse backgrounds?

   (Ask for examples and evidence).

**Do you feel this program has had an impact on the way you think about people of a different race, class, someone who has a handicap, or gender-related issues?

Why or why not? (Examples/evidence).

STUDENT INTERVIEW, SPRING 1987

Interview Questions

1. Identify one, two, or three things from the Reading and Language Arts Methods courses that you utilized in your practicum. Describe how you utilize it or give an example of how you put it into practice.

2. How did what you learned in the Methods courses extend or build upon what you learned in 364? (Especially in regards to EMC).

3. What has it been like to be in (Lowell, Emerson, or Marquette) as a Professional Development School? Please consider your relationship with the principal and the other teachers in the building.

4. Describe your relationship with the teacher supervisor. (How has she helped you in the practicum experience?)

5. If we had to do the school placement process over--what suggestions would you have?

6. Tell me about the classroom you've been working in:
   - The relationship with the cooperating teacher.
   - The students.

   (What is the relationship between the students in your class and what you have learned in methods.)

7. Have your ideas about becoming a teacher changed? If so - how? The type of teacher you want to be?

8. What has been the high point of being involved in the project this semester?

9. What has been the low point of being involved in the project this semester?

10. Summarize how you feel about being part of Cohort Group.

11. Is what you've learned this semester more of a technical nature or more of a problem solving nature? Or would you characterize it that way? Explain.

    Where did you learn most of what you know now about teaching? Explain?

12. a. Has you thinking about EMC changed in any way this semester?

    b. Have you learned more about it conceptually?

    c. Anything outside Practicum/Methods that affected your thinking?

13. Based on what you learned this semester do you have goals for yourself for next year?

14. If you were doing this interview, is there anything you would have asked that I did not?

    If so, what?

STUDENT INTERVIEW QUESTIONS - FALL 1987

GENERAL QUESTION

You've been with the project for a year now, are there distinguishing things that stand out in your mind, either positive or negative, about the project. (SPECIFIC EXAMPLES)

(When respondent is finished ask, are there any others?).

Tell me about the classroom you've been working in this semester (be sure that respondent supplies specific information on race, gender, handicapped students, and opinion on social class characteristics).

How would you describe what you've learned about teaching this semester? (Details and examples). Where have you learned this?

PART A. QUESTIONS RELATED TO PROJECT OUTCOMES

Students will:

1. have a more comprehensive and deeper knowledge about the background, aspirations, etc., of students from culturally diverse communities.

   Many of the questions I'll ask you will be in regards to culturally diverse students. What does the term "diverse students" mean to you?

   Do you believe that the school you are working in to be populated by diverse groups of students? Why or why not?

   Last fall we asked you what you thought diverse students wanted from their education. Have you thought any more about this? What do you think now?

   We also asked you what you thought the parents of diverse students wanted for their children. How do you see this now?

2. become more proficient in pedagogical strategies appropriate to teaching in multicultural settings?

   Have you learned more about teaching strategies for working with diverse groups of students? Where have you learned this?

   Has your thinking changed over the past year regarding appropriate strategies for teaching diverse students? If so, how?

Have you tried out any strategies that you feel are appropriate for working with diverse students? If so, please describe (If no, why not?).

3. have a better understanding of curriculum in the production of success and failure for students from diverse backgrounds.

One of the things we asked you last year was regarding curriculum. "How do you see the curriculum in terms of diverse students?" I'm wondering if you have thought any more about this. How do you now see curriculum? (RELATE THIS TO RESPONDENTS PRACTICUM CLASS)

Have you been able to try out any of your curricular ideas in your practicum? If so, describe. (If not, why not).

4. learn more about the organization, structure and day-to-day decision making process of culturally diverse schools.

What have you learned about how schools deal with culturally diverse students?

Do you see schools that are populated by diverse students as any different from any other schools? In what way?

5. learn how schools often contribute to our stratified society.

How do you think our schools are doing in terms of educating diverse students? Why? (Evidence with specific examples).

How do you think society as a whole is doing in terms of people who are culturally different?

What part do you think schools play in contributing to an equitable or a non-equitable society?

6. learn more about the factors that help to determine the nature of teacher work.

REFER TO TEACHER WORK SURVEY

As you completed the teacher work survey what things stand out in your mind about teacher work?

What have you learned about the factors that determine teacher work? Where have you learned this?

To what extent do you feel teachers themselves can determine their own work? How can they go about doing this?

PART B. QUESTIONS RELATED TO METHODS, PRACTICUM, EMC COURSE

Can you describe one or two things from your methods courses that you utilized in the classroom this semester? (If no, ask why not).

Can you describe one or two things from the EMC course that you utilized in the classroom this semester?

How have the Social Studies, Science and Math Methods courses helped you learn more about teaching this semester? Please discuss each one separately and then any overlap.

How have the methods courses helped you learn more about EMC this semester?

What impact has the EMC course had on your thinking about teaching?

Did you see any relation between the students in your class and what you were learning in either the methods courses or the EMC class? Please explain.

Has your relationship with the supervisor changed in any way this semester? If so, how?

Tell me about the conferences you and the supervisor have about your teaching.
- Probe for content, especially attention to EMC.

Describe how the teacher supervisor has helped you in your practicum this semester.

What has been the high point of the project for you this semester?

What has been the low point?

Do you have any goals for yourself for the student teaching semester?

Have you thought any more about where (rural, urban, etc.) you want to teach?

Have you thought any more about the type of teacher you want to be?

Describe your feelings about the cohort group this semester?

As you look back over the semester, anything else that stands out in your mind that we have not talked about?

CLINICAL TEACHER SUPERVISOR INTERVIEW - FALL, 1987

1. Tell me about the fall semester.

2. As we enter the student teaching semester, how do you understand the goals of the project?

3. Now that the project has been in your school for one year - how do you think the implementation is going? (Probe for relationships with colleagues, job share partner, principal, students).

4. Describe yourself as a supervisor (Supervisor style probe).

5. What do you think the main functions of the CTS should be?

6. What has been of most help to you in deciding how to do the CTS job?

7. Describe your relationship with the students this past semester (Probes - what do you try to accomplish with them; - how do you help them).

8. Has your relationship with the students changed in any way? How? (Probe for supervisory changes; content, style).

9. Describe the process you used for doing student teaching placements (Probe - what factors did you think about?)

10. How would you compare this past semester to the Spring 87 semester? (Note - probe for relationship with principal, methods instructors, colleagues, and university staff).

11. Do you have goals for yourself during the student teaching semester?

12. In terms of your work with the students, what are the major things you want to accomplish this semester? (Each student individually?)

13. As you look back over the past year, what things stand out in your mind about the project?

14. From your perspective, what are the pros and cons of your job?

15. Is this project something that should be continued? Why/not?

16. What has been the high point and the low point of the project this past semester?

17. As you look back over the past semester and year, is there anything else you could comment on or anything else I haven't asked you about that I should have?

FINAL STUDENT INTERVIEWS, SPRING 1988

1. Tell me about your student teaching semester.

2. What was it like to be at _____ School?

3. How would you compare it to the first two practica.

4. Describe _____ (the CTS).

5. Describe her supervisory style.

6. How did she help you?
   (Probe-specifically in regards to MCE).

7. Tell me about your student teaching placement.
   How did you get it?
   How do you feel about it?
   What did you learn from it?

8. Describe your relationship with your cooperating teacher.

9. How did he/she help you?

10. What do you see as the strengths and weaknesses of:
    - Your student teaching placement.
    - Being at the same school for three semesters.
    - Having the same supervisor.
    - The cohort Group.
    - The CTS.
    - The teacher education program.

11. Describe yourself as a teacher.

12. How would you describe your growth and development as a teacher over the past two years?

13. What things stand out as important factors in helping you become the teacher that you are now?

14. How would you describe your growth and development in terms of MCE over the past two years?

15. Do you think being in the project made any difference in your development as a teacher? How and why?

16. To what extent did you utilize your colleagues as teacher resources?
    - Peer obs.
    - Sharing planning, etc.

17. During your student teaching semester did you develop any units or pieces of curriculum?
    - Describe what you did.
    - Why did you develop these particular units?

18. Were you able to teach these?
    - At what point in the semester?
    - How did you evaluate them?

PART C. PRACTICE PROFILE

PROJECT: MORE EFFECTIVELY PREPARING PRESERVICE STUDENTS TO EFFECTIVELY TEACH DIVERSE GROUPS OF STUDENTS IN MULTICULTURAL SETTINGS

I. PROJECT DEMOGRAPHICS

Student Characteristics

Twenty-two elementary education preservice students (all white, 3 males, 19 females formed a cohort group). Average age approximately 23 years. All met entrance requirements for the elementary teacher education program at UW-Madison. All volunteered for the project.

Teacher Characteristics

At the university level the project is organized and directed by two university professors in the Department of Curriculum and Instruction. These professors also direct the regular elementary student teaching program and have backgrounds in teacher education (preservice and inservice), supervision, multicultural education and educational research. The project assistant is a doctoral student in the Department of Curriculum and Instruction. Five additional faculty/academic staff members teach the elementary methods courses in the preservice professional sequence.

At the school level, three clinical teacher supervisors work directly with the preservice teachers. The building principals and cooperating teachers are also involved in the project.

School District Characteristics

Madison Metropolitan School District (Madison, WI). This project involved 3 Schools - 2 elementary, 1 elementary/middle school site, characterized by diverse racial, ethnic, and socioeconomic student populations.

Program Characteristics

Preservice Teacher Education - Elementary
Emphasis on Multicultural Education
  Clinical Training Sites
  Clinical Teacher Supervisor
    Cohort Group

II. IMPLEMENTATION REQUIREMENTS

Costs: This project is funded by the University of Wisconsin-Madison School of Education, the Madison Metropolitan School District, Metropolitan Life Foundation and OERI.

- Clinical Teacher Supervisor salaries and fringe benefits
- University personnel salaries and business services
- Released time for cooperating teachers

Training

Supervision course for clinical teacher supervisors and cooperating teachers
Two courses in Multicultural Education for CTS and Cooperating Teachers

Materials/Equipment:

No special requirements

Personnel:

Advisory Committee (School, University and Community Members)
University Staff
School Staff - See Teacher Characteristics Above

Organizational Arrangements:

"Preparing Preservice Teachers to More Effectively Teach Diverse Groups of Students in Multicultural Settings" is an alternative program made available to elementary preservice teacher education students who entered the UW-Madison Elementary Teacher Education Program in the fall of 1986. It is carried out in conjunction with three school sites in the Madison Metropolitan School District where the preservice teachers complete the field-based components of the teacher education program.

Feb. 1988

PRACTICE PROFILE
PREPARING STUDENTS TO WORK EFFECTIVELY WITH DIVERSE STUDENTS IN MULTICULTURAL SETTINGS

I. ORGANIZING AND MAINTAINING PARTNERSHIPS

A. PLANNING TASKS: DEFINING ROLES, ESTABLISHING APPROPRIATE ORGANIZATIONAL STRUCTURES

IDEAL	ACCEPTABLE	UNACCEPTABLE
University and School Personnel jointly set program goals, create all program structures, define roles, and set policies based on input from community group representatives and parents. These goals, roles, structures and policies are constantly reassessed with those who are continually involved in the program.	Limited community input as University and School Personnel work from a set of givens to set program goals, create structures, define roles and set policies.	No involvement by the larger community. No evidence of school-university negotiation. Each party defines goals, structures, roles and policies and ignores the goals, roles, etc. of the other party. No reassessment of original agreements.

III. INSTRUCTIONAL CONTENT

B. SEQUENCING/INTEGRATION OF CONTENT WITHIN COURSES

IDEAL	ACCEPTABLE	UNACCEPTABLE
Education That Is Multicultural is integrated into university methods courses and into school curriculum/instructional strategies.		EMC is not integrated into university methods courses nor into school curriculum/instructional strategies, or is added on to the traditional content in both institutions.

I. ORGANIZING AND MAINTAINING PARTNERSHIPS

G. SUPPORT FEATURES: REWARDS AND INCENTIVES FOR PROJECT PERSONNEL

IDEAL	ACCEPTABLE	UNACCEPTABLE
Funds are available to enable university faculty and school personnel to be released from their regular duties to create new program structures, roles, policies, and curriculum/ instructional strategies (e.g. released time for teachers to be involved in university methods courses and released time for university faculty to spend in schools.)		External support does not enable school or university personnel to be released from regular duties in order to create new program roles, structures, policies, and curriculum/ instructional strategies.

IV. INSTRUCTIONAL PROCESSES

B. NEW/REVISED ROLES FOR CLASSROOM TEACHERS AS CLINICAL SUPERVISORS

IDEAL	ACCEPTABLE	UNACCEPTABLE
Selected classroom teachers will assume supervision and seminar duties formerly carried out by university graduate students. Their intimate knowledge of school curriculum and school organization as well as of university curriculum will enable a better integration of the campus and field components of the program.		Institutional and personal constraints prevent the classroom teachers from making the transition to their new boundary spanning roles. Current gaps between the campus and field components of the program remain.

IV. INSTRUCTIONAL PROCESSES

D. ORGANIZATIONAL COMPONENT: THE CREATION OF A LEARNING COMMUNITY

IDEAL	ACCEPTABLE	UNACCEPTABLE
A learning community will be created within the student cohort group which will enable students to draw upon each other as resources in the process of becoming teachers.		Traditional norms of isolation and competitiveness among teacher education students persist. Students do not assist each other in the process of learning to teach.

I. ORGANIZING AND MAINTAINING PARTNERSHIPS

B. PROGRAM DEVELOPMENT TASKS: DEVELOPING THE TEACHER EDUCATION CURRICULUM AND NEW ROLES FOR UNIVERSITY FACULTY AND TEACHERS

IDEAL	ACCEPTABLE	UNACCEPTABLE
Based on assessment of gaps in the present elementary teacher education program (UW-Madison), new course content, instructional strategies, and organizational features are incorporated into the program. University personnel become involved in field-based components and school personnel become fully involved in campus components.	Teachers have increased knowledge about and involvement in methods courses. Methods professors have increased knowledge about and involvement in field-based components.	Traditional barriers and assumptions remain intact (e.g. teachers unaware and/or involved in methods courses and university methods instructors unaware and/or uninvolved in field-based experiences.)